



Life Science 7
Mrs. Duddles

**Q2 –Ecosystems,
Biodiversity & Evolution**

Friday 01/22

Objectives:

- o Students will know how to use a microscope
- o Students will explain how cells capture and release energy

White Space Question:

The microscope is one important tool used by scientists to study living things. What other tools are used by life scientists? Think about tools used by doctors and in laboratories.

Agenda:

- o Finish Activity 8C “The Cells of Producers” lab
 - o Observe prepared slides under low, medium, & high power objectives
 - o Re-draw images seen under microscope in data sheet; add details
 - o Answer Analysis Questions 1- 6 from lab packet in notebook
 - o Complete Vocabulary and Write Conclusion

Thursday 01/21

Objectives:

- o Students will know how to use a microscope
- o Students will explain how cells capture and release energy

White Space Question:

How does the microscope change the image you see? (Hint: Compare the material you placed on the stage with what you see through the eyepiece.)

Agenda:

- o Work on Activity 8C “The Cells of Producers” lab
 - o Read & follow directions in lab packet
 - o Prepare wet mount slides of celery stalk, Elodea, & onion slice
 - o Observe slides under low, medium, & high power objectives
 - o Draw images seen under microscope in data sheet
 - o Answer Analysis Questions 1- 6 from lab packet in notebook
 - o Clean up microscope lab stations

Wednesday 01/20

Objectives:

- o Students will know how to use a microscope
- o Students will explain how cells capture and release energy

White Space Question:

What is the magnification of the ocular?

Agenda:

- o Work on Activity 8B “Introduction to Microscope” lab
 - o Listen and watch teacher demonstrate lab
 - o Read and follow directions in lab packet
 - o Draw images seen under microscope in data sheet
 - o Answer Analysis Questions
 - o Clean up microscope lab stations

HW: Copy Activity 8C “The Cells of Producers” set up in to Science notebook

Tuesday 01/19

Objectives:

- o Students will know how to use a microscope
- o Students will explain how cells capture and release energy

White Space Question:

How do you find the total magnification?

Agenda:

- o Watch teacher demonstrate proper handling of microscope
- o Take quiz on parts of microscope & proper use of microscope and the meaning of magnification
- o Turn in quiz and “Introduction to Microscope” note sheet for grading

Monday 01/18

**WCS District – No School
MLK Holiday**

Friday 01/15

Objectives:

- Students will explain how cells capture and release energy
- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

What is cellular respiration?

Agenda:

- Discuss and review Activity 8 “Photosynthesis and Cellular Respiration” book reading, questions, vocabulary, Analysis Questions and Conclusions
- Set up Activity 8B “Introduction to Microscope” in Science Notebook

HW:

Complete note-sheet for Activity 8B “Introduction to Microscope”

Be ready for an open-notes quiz on the Microscope

Thursday 01/14

Objectives:

- Students will explain how cells capture and release energy
- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

Describe the energy transformation that happens in the process of photosynthesis (from what type of energy to what type of energy).

Agenda:

- Finish Activity 8A Lab: “A Producer’s Source of Energy”
 - Make observations of vials; record color change of BTB solution
 - Answer Analysis Questions
 - Discuss & review
- Discuss and review Activity 8 “Photosynthesis and Cellular Respiration” book reading, questions, vocabulary, Analysis Questions and Conclusions

Wednesday 01/13

Objectives:

- Students will explain how cells capture and release energy.
- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

How do animals get food? Explain.

Agenda:

- Start Activity 8A Lab: “A Producer’s Source of Energy”
 - Watch teacher demo lab. Read & follow lab packet to complete lab.
- Finish Activity 8 “Photosynthesis and Cellular Respiration” book reading, questions, vocabulary, Analysis Questions and Conclusions

HW:

Finish Activity 8 “Photosynthesis and Cellular Respiration” book reading, questions, vocabulary, Analysis Questions and Conclusions

Tuesday 01/12

Objectives:

- o Students will explain how cells capture and release energy.
- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

How do plants get food? Explain.

Agenda:

- o Discuss and review Activity 6D “People, Birds, and Bats” lab activity

HW:

Copy Activity 8A Lab: “A Producer’s Source of Energy” set up in Science notebook

Monday 01/11

Objectives:

- o Students will explain how cells capture and release energy.
- o Students will understand that classification systems help scientists organize and identify the 2.5 million known species.
- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

Agenda:

- o Start Activity 8 “Photosynthesis and Cellular Respiration” book reading and questions
 - o Read pp 66 – 75 in *Cells and Heredity* book
 - o Answer questions 1, 2, & 5 – 15; skip question 11
 - o Do Lesson Review on page 77; questions #1 – 9

HW:

Finish Activity 8 reading, questions, vocabulary

Friday 01/08

Objectives:

- o Students will understand that classification systems help scientists organize and identify the 2.5 million known species
- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

Explain how “cold-blooded” and “warm-blooded” animals differ.

Agenda:

- o Finish Activity 6D “People, Birds, and Bats” lab activity
 - o Complete and turn in “People, Birds, and Bats” Data Sheet handout for grading
- o Copy Activity 8 “Photosynthesis and Cellular Respiration” set up in to Science notebook

HW:

Copy Activity 8 “Photosynthesis and Cellular Respiration” set up in to Science notebook

Thursday 01/07

Objectives:

- o Students will use the Five-Kingdom Classification System to identify different vertebrate classes.
- o Students will understand that classification systems help scientists organize and identify the 2.5 million known species.
- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

In which phylum are humans classified?

Agenda:

- o Review Activity 6C Analysis Questions
- o Start Activity 6D “People, Birds, and Bats” lab activity
- o Science Notebook check for Activities 6A, 6B, 6C & 6D

Wednesday 01/06

Objectives:

- o Students will understand that classification systems help scientists organize and identify the 2.5 million known species.
- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

List the following categories in order of hierarchy in the classification system that we are studying (phylum, species, kingdom, genus).

Agenda:

- o Finish Activity 6C “Classifying Animals”
- o Discuss & review Activity 6C

HW:

Set up Activity 6D “People, Birds, and Bats” in Science notebook

Tuesday 01/05

Objectives:

- o Students will understand that classification systems help scientists organize and identify the 2.5 million known species.
- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change

White Space Question:

Name the five kingdoms found in the five-kingdom classification system.

Agenda:

- o Continue Activity 6C “Classifying Animals”
 - o Complete Parts 1 & 2 with your lab group
 - o Answer Analysis Questions

Monday 01/04

Objectives:

- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- o Students will predict the effects of different interactions in communities

White Space Question:

Name the factors that make an introduced species competitive in a new ecosystem.

Agenda:

- o Copy Activity 6C Field of Dreams Project: “Classifying Animals” set up in to Science notebook
- o Start Activity 6C “Classifying Animals”

Monday 12/21 – Friday 01/01

WCS District – No School

**Have a safe and happy holiday
break!**

Friday 12/18 – ½ Day AM Only

Objectives:

- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- Students will predict the effects of different interactions in communities

Agenda:

- Short class period for HOUSE Challenge
- Watch TED Talk on the four fish we are overeating and how human activity can decrease biodiversity

Thursday 12/17

Objectives:

- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- o Students will predict the effects of different interactions in communities

White Space Question:

Name the three types of consumers.

Agenda:

- o Discuss and review Activity 6B Field of Dreams Project: “Introduced Species”
- o Turn in Activity 6 Abiotic Factor Post-Lab Work (bean plant experiment) packet if you did not do so Wednesday

Wednesday 12/16

Objectives:

- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- Students will predict the effects of different interactions in communities

White Space Question:

What is the primary role of decomposers in an ecosystem?

Agenda:

- Turn in Activity 6 Abiotic Factor Post-Lab Work (bean plant experiment) packet due today
- Attend 7th Grade Ice Skating Activity Day at Troy Sports Center

Tuesday 12/15

Objectives:

- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- Students will predict the effects of different interactions in communities

White Space Question:

Introduced, non-native, exotic and non-indigenous are all words used to describe species that are outside of their normal range. What makes an introduced species an invasive species?

Agenda:

- Finish Activity 6B Field of Dreams Project: “Introduced Species”
 - Read & follow directions in lab packet
 - Share your findings on your assigned introduced species with your lab group

HW:

Complete Activity 6 Abiotic Factor Post-Lab Work handout; due Wednesday 12/16

Monday 12/14

Objectives:

- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- Students will predict the effects of different interactions in communities

White Space Question:

What are some ways that the quagga mussel is changing the ecosystem of the Great Lakes?

Agenda:

- Start Activity 6B Field of Dreams Project: “Introduced Species”
 - Read & follow directions in lab packet

HW:

Complete Activity 6 Abiotic Factor Post-Lab Work handout; due Wednesday 12/16

Friday 12/11

Objectives:

- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- Students will predict the effects of different interactions in communities

White Space Question:

Name one effect that the introduction of Nile perch have on the organisms that lived in Lake Victoria.

Agenda:

- Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- Discuss & review Act. 6 Abiotic Factor Post-Lab Work handout due Wednesday 12/16
- Watch intro videos to Activity 6B Field of Dreams Project: “Introduced Species”

Thursday 12/10

Objectives:

- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- o Students will predict the effects of different interactions in communities

White Space Question:

Define the term “trade-off”. Give an example of a trade-off.

Agenda:

- o Turn in Ice Skating permission form; due today!
- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- o Take Activity 6A lab quiz; read & follow directions on test sheet
- o When done, staple test sheet to answer sheet & turn in to basket
- o Copy Activity 6B Field of Dreams Project: “Introduced Species” in to Science notebook

Wednesday 12/09

Objectives:

- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- o Students will predict the effects of different interactions in communities

White Space Question:

Imagine that you have a pet that you can no longer take care of: What is the humane & responsible thing to do with the animal?

Agenda:

- o Turn in Ice Skating permission form; due 12/10
- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- o Finish Activity 6A Field of Dreams Project: “Non-native Species”
 - o Discuss and review Activity 6A lab as a class
 - o **Be prepared for a quiz on Activity 6A lab tomorrow Thurs. 12/10**

Tuesday 12/08

Objectives:

- o Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- o Students will predict the effects of different interactions in communities

White Space Question:

What interaction describes the relationship between a hermit crab and the mollusk that previously lived in the hermit crab's shell?

What does a food chain represent?

Agenda:

- o Turn in Ice Skating permission form; due 12/10
- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- o Finish Activity 6A Field of Dreams Project: "Non-native Species"
 - o Record 15 facts from reading
 - o Answer Analysis Questions then discuss with lab group
 - o Discuss and review Activity 6A lab as a class if time

Monday 12/07

Objectives:

- Students will understand that the complexity of ecosystems makes it difficult to predict the outcome of ecological change
- Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

How do organisms get the energy they need for growth and other activities?

Agenda:

- Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- Set up Activity 6A Field of Dreams Project: “Non-native Species” in science notebook
- Start Activity 6A lab; read about the introduction of Nile perch to Lake Victoria & record 15 facts in Science notebook

Friday 12/04

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain the flow of energy and the cycles of matter in ecosystems

Agenda:

- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- o Finish Unit 1 “Interactions of Living Things” assessment Part 2

Thursday 12/03

Objectives:

- Students will predict the effects of different interactions in communities
- Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

List 3 types of symbiotic relationships.

Agenda:

- Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- Take Unit 1 “Interactions of Living Things” assessment
 - Conversation level is 0.
 - When done, staple answer sheets to test sheet & turn in to basket.
 - Read silently for remainder of class.

Wednesday 12/02

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

What do the arrows in a food chain show?

Agenda:

- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- o Discuss Unit 1 “Interactions of Living Things” Review

HW:

- o Study for Unit 1 Test Thursday 12/03
- o Unit 1 concepts: Activities 3 – 7

Tuesday 12/01

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

Can a plant be a parasite of another plant?

Agenda:

- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- o Discuss and Review Activity 7 “Interactions in Communities” lab & book work
- o Work on Unit 1 “Interactions of Living Things” review

HW: Go to Mrs. Duddles’ web page. Prepare for test Thursday 12/03

Unit 1 concepts: Activities 3 – 7

Monday 11/30

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

How are animals interacting when they hunt in packs?

Agenda:

- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (5 mins)
- o Discuss and Review Activity 7 “Interactions in Communities” lab & book work

HW:

- o Test this week on Unit 1 “Interactions of Living Things” concepts:
Activities 3 – 7

Wednesday – Friday 11/25 – 11/27

WCS District – No School

Happy Thanksgiving!

Tuesday 11/24 – ½ Day PM Only

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

What are some ways that you compete or cooperate with others?

Agenda:

- o Make observations & record data for Act. 6 Abiotic Factor plant experiment
- o Continue Activity 7 “Interactions in Communities” work:
 - o Finish “Identifying Predator and Prey” lab activity
 - o Finish Activity 7 book questions, Lesson Review, Vocabulary, Analysis Questions & Conclusion

HW:

- o Finish all of Activity 7 work
- o Test week of 11/30 on Unit 1 “Interactions of Living Things” concepts: Activities 3 – 7

Monday 11/23

Objectives:

- Students will predict the effects of different interactions in communities
- Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

Give an example of a predator that is also a prey.

Agenda:

- Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook (3 mins)
- Continue Activity 7 “Interactions in Communities”:
 - Read & follow directions to complete “Identifying Predator and Prey” lab activity

HW:

- Finish Activity 7 book questions, Lesson Review, Vocabulary, Analysis Questions, & Conclusion
- Test week of 11/30 on Unit 1 “Interactions of Living Things” concepts: Activities 3 – 7

Friday 11/20

Objectives:

- o Students will predict the effects of different interactions in communities
- o Students will explain how population size changes in response to environmental factors & interactions between organisms
- o Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

What are some examples of limiting factors?

Agenda:

- o Make observations for Act. 6 Abiotic Factor plant experiment; record data in Science notebook
- o Set up Activity 7 “Interactions in Communities” in Science notebook; start book reading & questions

Notice:

Be ready for a test week of 11/30 on Unit 1 “Interactions of Living Things”
concepts: Activities 3 – 7

Thursday 11/19

Objectives:

- Students will explain how population size changes in response to environmental factors & interactions between organisms
- Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

Would the immigration or emigration of fruit flies on Maui cause the fruit fly population size to increase? Why?

Agenda:

- Work with lab group to design Activity 6 lab experiment to test the affect of an abiotic factor on the growth of a plant
 - Get approval for experiment plan and procedures
 - Set up experiment
 - Apply treatment; record data for Day 1

Wednesday 11/18

Objectives:

- Students will explain how population size changes in response to environmental factors & interactions between organisms
- Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

Give an example of an independent variable. Give an example of a dependent variable.

Agenda:

- Work with lab group to design Activity 6 lab experiment to test the affect of an abiotic factor on the growth of a plant
 - Complete Procedure steps #4 - 8

Tuesday 11/17

Objectives:

- o Students will explain how population size changes in response to environmental factors & interactions between organisms
- o Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

List 3 biotic factors present in the classroom. List 3 abiotic factors present in the classroom.

Agenda:

- o Discuss and review Activity 6 “Population Dynamics” book reading & questions
 - o Pages 30 – 39; Questions 5 – 9; 11, 12, 16 – 18

Monday 11/16

Objectives:

- Students will explain how population size changes in response to environmental factors & interactions between organisms
- Students will explain the flow of energy and the cycles of matter in ecosystems

White Space Question:

What are some benefits that plants get from the macronutrient phosphorus (P)?

Agenda:

- Activity 6 “Population Dynamics” set up Science Notebook check
- Work on Activity 6 “Population Dynamics” book reading and questions
 - Read pgs 30 – 39; Answer questions 5 – 9; 11, 12, 16 - 18

Friday 11/13 – ½ Day AM Only

Objectives:

- Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- Students will conduct four types of soil testing & will identify components of soil

White Space Question:

Potatoes have a pH of 5.4 whereas pears have a pH of 3.9.
Which is less acidic?

Agenda: (7C)

- Discuss and review Activity 5 Lab: Macronutrients Analysis Questions, Vocabulary, & Conclusion
- Set up Activity 6 “Population Dynamics” in Science notebook; **HW if not done in class**

Thursday 11/12

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will conduct four types of soil testing & will identify components of soil

White Space Question:

An egg has a pH of 8. Is it a strong base or a weak base?

Agenda:

- o Discuss & Review N, P & K tests for collected soil samples
- o Finish Activity 5 Lab Analysis Questions , Vocabulary & Conclusion

HW (7D & 7E): due Monday 11/16

Set up Activity 6 “Population Dynamics” in Science notebook

Wednesday 11/11

Objectives:

- Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- Students will conduct four types of soil testing & will identify components of soil

White Space Question:

Milk has a pH of 6.5. Is it a strong acid or a weak acid?

Agenda:

- Conduct N, P & K tests for collected soil samples
- Read and follow the directions on rapitest test card
- Record data in Activity 5 Lab set up, Table 2

Tuesday 11/10

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will conduct four types of soil testing & will identify components of soil

White Space Question:

What is topography? How does topography affect soil formation?

Agenda: (short classes for HOUSE Challenges)

- o Finish discussion on concept of pH:
 - o <https://www.teachertube.com/video/the-ph-scale-179776#>
 - o What is the pH of some common household items?
- o Review handout on how to log onto the ThinkCentral website to access online book and resources for 7th Grade Life Science

Monday 11/09

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will conduct four types of soil testing & will identify components of soil

White Space Question:

How do plants affect soil formation?

Agenda:

- o Cornell Notes science notebook check
- o Discussion on concept of pH;
<https://www.teachertube.com/video/the-ph-scale-179776#>
- o Read pages 226 – 229 in *Ecology and the Environment* book; answer questions 8 – 10; 14 & 15

Friday 11/06

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will learn about freshwater on the planet, watersheds, stormwater, and how we use water

White Space Question:

Name 3 factors that affect soil formation.

Agenda:

- o Presentation on “How We Use Water” from Clinton River Watershed Council (CRWC) program coordinator, Ms. Lane

HW:

Finish Cornell Notes for Soil lecture notes (7C, 7D & 7E)

Thursday 11/05

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will conduct four types of soil testing & will identify components of soil

White Space Question:

Name the major essential nutrient elements found in soil.

Agenda:

- o Continue “Activity 5 Lab: Macronutrients in Soil”
 - o Complete Cornell Notes for Soil lecture notes; finish for HW if not done in class (7D & 7E)
 - o Conduct pH test for soil samples; record data in Science notebook (7C)

Wednesday 11/04

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will conduct four types of soil testing & will identify components of soil

White Space Question:

What is the relationship between decomposition and fossil fuels?

Agenda:

- o Start “Activity 5 Lab: Macronutrients in Soil”
 - o Start Cornell Notes for Soil lecture (7C)
 - o Conduct pH test for soil samples; record data in Science notebook (7D & 7E)

Tuesday 11/03

WCS District –

No School/Election Day

Monday 11/02

Objectives:

- Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- Students will conduct four types of soil testing & will identify components of soil

White Space Question:

How are humans involved in the carbon cycle?

Agenda:

- New Seating Chart
- Discuss & review Activity 5 “Energy and Matter in Ecosystems” book reading & questions (7C)
- Start “Activity 5 Lab: Macronutrients in Soil”
 - Set up Science notebook for Act. 5 Lab (HW for 7C)
 - Start Cornell Notes for Soil lecture (7D & 7E)

Friday 10/30 – ½ Day PM Classes Only

Objectives:

- Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- Students will analyze the parts of an environment
- Students will identify the abiotic & biotic factors of an ecosystem

White Space Question:

Are producers making new matter and energy? Explain.

Agenda:

- Finish Activity 5 “Energy and Matter in Ecosystems” discussion and review
- Watch “Planet Earth: Deserts” episode (if time)

Thursday 10/29

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will analyze the parts of an environment
- o Students will identify the abiotic & biotic factors of an ecosystem

White Space Question:

In an energy pyramid, at what level is there the most energy?

Agenda:

- o Discuss and Review Activity 5 “Energy and Matter in Ecosystems” book reading & questions
- o Turn in (except for MSVPA) “The Myth of the Predator” news article summary for grading if you did not do so Wednesday

Wednesday 10/28

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will analyze the parts of an environment
- o Students will identify the abiotic & biotic factors of an ecosystem

Agenda:

- o Finish Activity 5 “Energy and Matter in Ecosystems” book reading & questions (p 88-97; #5-17)
 - o Do Activity 5 Vocabulary; Write Conclusion
- o Read “The Myth of the Predator” news article; write a summary of article

Tuesday 10/27

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will analyze the parts of an environment
- o Students will identify the abiotic & biotic factors of an ecosystem

Agenda:

- o Shorten class period for HOUSE mtg & speaker (30 mins)
- o Watch Anti-Bullying videos to prepare for Officer Graus presentation on bullying and cyberbullying
- o Sign Butcher Anti-Bullying Pledge

Links for Anti-Bullying Videos

- o [Bullying Information Video](#)
- o [Bully Virus Video](#)
- o [Anti Bully Heroes](#)

Monday 10/26 – 7D & 7E

Objectives:

- o Students will be able to explain the flow of energy and the cycles of matter in ecosystems
- o Students will analyze the parts of an environment
- o Students will identify the abiotic & biotic factors of an ecosystem

Agenda:

- o Science Bizarre House visit (15 mins)
- o Finish Activity 5 “Energy and Matter in Ecosystems” book reading & questions (p 88-97; #5-17)
- o Do Activity 5 Vocabulary; Write Conclusion
- o Read “The Myth of the Predator” news article; write a summary of article when finished with all work